# Secondary Transition Indicator 13: Doing and Documenting the Components

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DC Public Schools/ OSSE Workshop Series: Improving Transition Services and Outcomes for Students; January 26<sup>th</sup>, 2010



National Secondary Transition
Technical Assistance Center



# Agenda



Overview Indicator 13

Components of Indicator 13

Examples, non-examples, practice

Lunch

More components of Indicator 13 (there are 8!)

Examples, non-examples, practice

Post-test







# Let's Look at an IEP

- Use the Indicator 13 Form B Checklist and instructions to rate an IEP
- You may do this with a partner (if they're aren't enough IEPs)







#### **Indicator 13 – Checklist Form B**

#### NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a repeatative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

| Questions  | Postsecondary Goals  |   | · ·  |
|--|--|---|--|
|  | Education/<br>Training   | Employment  | Independent Living   |
| Is there an appropriate measurable postsecondary goal or<br>goals in this area?  | Y N  | Y N   | Y N NA   |
| Can the goal(s) be counted?  Will the goal(s) occur after the student graduates from school?  Based on the information available about this student, does (do) the posts  If yet to all three, then circle Y OR if a postsecondary goal(s)   |  |   | adent?   |
| 2. Is (are) the postsecondary goal(s) updated annually?  | Y N  | Y N   | Y N NA   |
| Was (were) the postsecondary goal(s) addressed/updated in conjunction  • If yes, then circle Y OR If the postsecondary goal(s) was (were   |  |   |  |
| 3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?   | Y N  | Y N   | Y N  |
| <ul> <li>Is the use of transition assessment(s) for the postsecondary goal(s) mention</li> <li>If yes, then circle Y OR if no, then circle N</li> </ul>  | ned in the IEP or ev   | rident in the student's file  |  |
| 4. Are there transition services in the IEP that will reasonably<br>enable the student to meet his or her postsecondary goal(s)?   | Y N  | Y N   | Y N  |
| Is a type of instruction, related service, community experience, or develop appropriate, acquisition of daily living skills, and provision of a function secondary goal(s)?  If yes, then circle Y OR if no, then circle N   |  |   |  |
| Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?  | Y N  | Y N   | Y N  |
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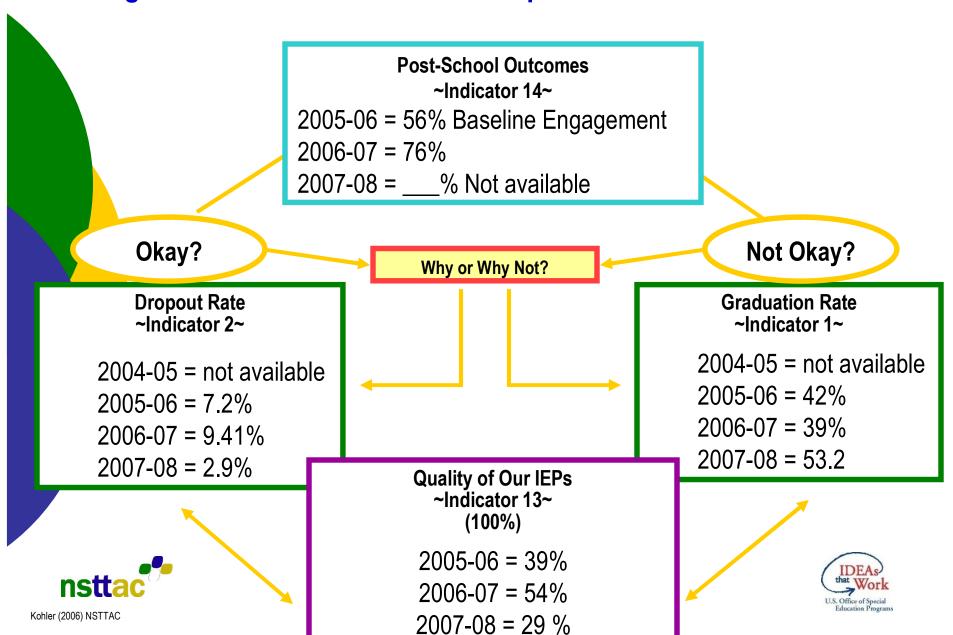


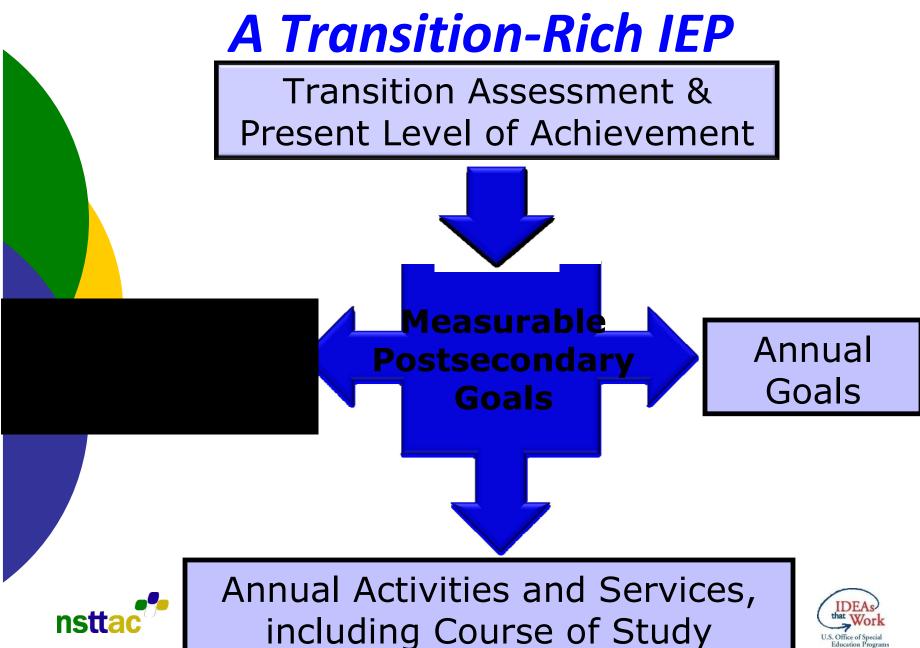
## What is Transition?

A coordinated set of activities within a resultsoriented process focused on improving the academic and functional achievement movement from school to post- school activities in education, training, employment, independent living, and/or

pased on the individual's needs, strengths, preferences, and interests includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (IDEA, 2004).

#### **Linking Transition Indicator Data to Improve Outcomes**





Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. [20 U.S.C. 1416(a)(3)(B)]

Purpose: To help SEAs establish a routine/process for collecting Indicator B-13 data that are both valid and reliable.





#### **I-13 Checklist Questions**

- 1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
- 2. Is (are) the postsecondary goal(s) updated annually?
- 3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?
- 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
- Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
- 6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
- 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
- 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?





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# **Components of Indicator 13 Checklist**

- Measurable postsecondary goals
- Measurable postsecondary goals updated annually
- Age-appropriate transition assessment
- Transition services
- Course of study
- Aligning annual IEP goals
- Evidence student was invited to IEP
- Evidence of coordination





# Writing Postsecondary Goals







# **Postsecondary Goals**

- Measurable = Countable
- Identifies an outcome, not a process
- One goal for each adult outcome area
- Adult Outcome Areas
  - Education or Training (required)
  - Employment (required)
  - Independent Living (when appropriate)





### **Postsecondary Goal Questions**

- Where will student work or engage in productive activities after graduation?
- Where and how will student continue to learn and/or develop skills after graduation?
- Where will student live and how will he or she access adult services, participate in the community, and have fun after graduation?





# A Helpful Formula

will

(The Student)

(Behavior)

(Where and how)















(After high school)

(After graduation)

(Upon completion of high school)

Diploma



# Postsecondary Goals: Students with Mild Disabilities





### **Examples of Postsecondary Goals**

#### **Education/Training:**

 Upon graduation from high school, Jamarreo will attend Central Piedmont Community College (and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate).

#### **Employment:**

• Upon graduation from high school, Jamarreo will work part-time (as a shop helper in his uncle's shop to gain experience in the automotive repair industry).

# **Examples of Postsecondary Goals**

#### **Independent Living:**

 After graduation, Jamarreo will follow the laws of his community, (demonstrating an understanding of the need for laws to ensure his and others' safety).





# Jamarreo's Non-Examples

 Jamarreo will apply to the industry certificate program at CPCC in high school

#### (not post-school)

 Jamarreo wants to become an entrepreneur

#### (not measurable)

 Jamarreo wants a less visible hearing aid

("wants" \neq a measurable outcome)





# Postsecondary Goals: Students with Moderate Disabilities





## **Examples of Postsecondary Goals**

#### **Education/Training:**

 After high school, Lissette will participate in weekly instruction on independent living skills (at the local Independent Living Center in her community)

#### **Employment:**

 After high school, Lissette will work on-campus part-time (in the food court at the college with supports
 from Vocational Rehabilitation and the staff at the college).

#### **Examples of Postsecondary Goals**

#### **Independent Living:**

- After high school, Lissette will live semi-independently with a roommate (in a assisted living apartment with supports provided through DD Services)
- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley (with time
- nsttac limited supports provided through Vocational Rehabilitation).

# Lissette's Non-Examples

 Lisette has expressed an interest in obtaining a mentor at the local Independent Living Center

(not post-school, not observable or measurable)

Lissette wants to work as a prep cook

("wants" ≠ measurable)

 Lisette will inquire about the responsibilities of getting an apartment





# Postsecondary Goals: Students with Severe Disabilities





# **Examples of Postsecondary Goals**

#### **Education/Training:**

prepare her for work.

 After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

#### **Employment:**

 After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility token

# **Examples of Postsecondary Goals**

#### **Independent Living:**

 After graduation Lilly will use an augmentative communication device at home and the center-based program (to communicate her wants, needs, and desires and to interact with her environment more independently).





# Lilly's Non-Examples

 After high school, Lilly plans to enter an adult day care center

### ("plans" \( \neq \) observable or measurable)

 After high school, Lilly will apply for services through vocational rehabilitation

#### (an activity not an outcome)

 Lilly will rely on family members to communicate her needs and wants

nstra (not an independent living skill, no clearly post-school)



# DC's Definition

- And... where would this information be found in the IEP?
- The Transition Page (3 sections) "...long range goals and interests"





After graduation, Alex will enroll at Kings College and take a business math class to improve his work related math skills and to advance his career in retail.





- Participation in training is the focus of this goal.
- Enrolling in college is measurable as in Alex does this or he does not.
- Expectation, or behavior, is explicit
- It is stated in these goals that the training will occur after graduation.



Alex wants to take the Work Keys Assessment





- •This is an activity that can occur while Alex is in high school
- It is not measurable



After high school, Jeremy needs to work on his self-care skills, social skills, and self-advocacy skills





- •This statement is not written as a goal, but as a need or want
- This goal is not measurable



After graduation from high school, Jeremy will participate in daily instruction on social skills, self-advocacy skills, and self-care skills by attending classes at a center-based adult education program.





- Participation in training is the focus of this goal.
- Participating in the center-based adult education program is measurable
- Improving the noted skills is an explicit outcome for Jeremy
- It is stated in these goals that the training will occur after graduation

After high school, John will work on-campus part-time in the computer labs at the college he attends







- Employment is the focus of this goal.
- Working part-time is measurable
- It is stated that this outcome will occur after high school



John hopes to work in the field of information technology when he graduates





•This statement is not written as a goal, but want or hope (not observable or measurable)



Within 3 months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology for at least 10 hours/week.



- Employment is the focus of this goal.
- Obtaining an position is measurable
- It is stated that this outcome will occur after graduation





Kevin will express his preferences related to his postsecondary employment options, given picture symbols and the iTalk2 device.





- •This is not a postsecondary goal
- •This is similar to an annual goal to support a postsecondary goal



Jodi will get information on depositing money she earns in the bank.





- •The expectation for behavior is not explicit
- This is an activity that can occur while Jodi's in high school (not a postsecondary outcome)

After high school, Jodi will travel to and from work using the DC Metro and bus system with time-limited supports of ajob coach or Community Alternative Program service provider.





- Independent living skills (transportation) is the focus of this goal.
- Traveling to and from work on the Metro & bus is measurable
- It is stated that this outcome will occur after high school

Paulo will sign up to play soccer with the YMCA





- •The expectation for learning or behavior is not explicitly stated
- •It is not stated that this outcome will occur after high school



Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA





- Participation in independent living skill development, specifically community participation, is the focus of this goal
  It is stated that the outcome will occur after high school
- The goal is measurable (observable)



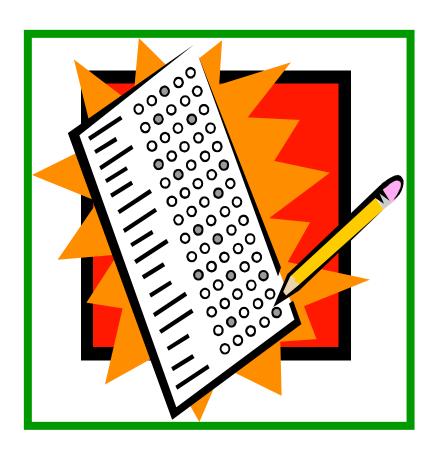
# Practice Writing Measurable Postsecondary Goals

Generate your own examples for Jamarreo (mild disability), Lissette (moderate cognitive disability), or Lilly (complex, multiple disabilities)





# Age-Appropriate Transition Assessment







#### **Transition Assessment**

"...ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)"

(The Division on Career Development and Transition of the Council for Exceptional Children)

#### **Transition Assessment**

#### Should Address Three Areas



Employment



Education/ Training



Independent Living





# Goals of Transition Assessment

- Make informed choices
  - Take charge of the transition process
  - Understand the skills needed for post-school environments







# Transition Assessment Questions

- Where is the individual presently?
- Where is the individual going?
- How do we get the individual there?

(Colorado DPI, 2005)





## **Types of Transition Assessments**



Formal and Informal





# **Types of Transition Assessments**

#### **Informal:**

- Observing the student in various academic and work experiences
- Talking with the student about likes and dislikes
- Setting up experiences to allow the student to try something that that may be of interest
- Often teacher-made
- Often does not result in a score





# Types of Informal Assessments

- Observation: watching or listening to an individual's behavior and recording relevant information
- Interviews/ Questionnaires: structured or unstructured conversations through question-and-answer format
  - **Environmental Analysis:** carefully examining the environment in which an activity normally occurs
- Curriculum based assessments: taskanalysis, portfolio assessments, work sample analysis, criterion-referenced tests

(Test, Aspel, & Everson, 2006 - Transition Methods for Youth with Disabilities)





#### **Types of Transition Assessments**

#### **Formal:**

- To learn about a wide variety of skill levels in various areas (e.g., vocational, academic, social)
- Published tests: scores that compare students to others
- A starting point





# Types of Formal Assessments

- Academic achievement tests
- (Woodcock Johnson)
- Adaptive behavior scales (Vineland)
- Aptitude tests (Differential Aptitude Test)
- Interest inventories (Self-Directed Search [Forms E, R, and Explorer])





#### Types of Formal Assessments (contin.)

Personality scales

(Student Styles Questionnaire)

- Social skills inventories
- Vocational skills assessment
- Transition knowledge and skills inventories (Transition Planning Inventory, Casey Life Skills)

(Test, Aspel, & Everson, 2006 – Transition Methods for Youth with Disabilities; NSTTAC Transition Assessment Guide, 2007)





#### **Transition Assessment Areas**

- Self-Determination Skills
- Independent Living Skills
- Vocational Interests & Skills
- Academic Skills
- Consider:
  - What assessment data do you have on every student?





## Individuals in the Assessment Process

- Guidance Counselors · Social Workers
- Vocational Evaluators •
- CTE Educators
- Rehabilitation **Professionals**
- Vocational Support Service Personnel
- **Students**

- Special Ed. Teachers School Psychologists

  - **Employers**
  - Job Coaches
  - Transition Coordinators
  - Case Managers
  - **Parents**





#### What?

- Age-appropriate
- Data gathered should provide information for "next steps"
- Remember education, employment, independent living
- Remember self-determination, transition, vocational/career skills
- Data verified by more than one method of assessment





#### When?

- What information should be gathered when?
  - Vocational screening, exploration, full evaluation
  - Interests,
  - Preferences, &
  - Strengths, across all areas (ed., employ., i.l.)
  - What pre-existing timelines exist?
- Over time

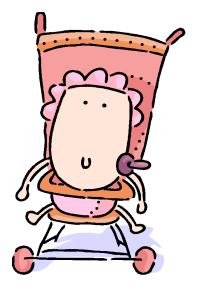




#### Where?

Ideally occur in environments that resemble actual setting for skill to occur











# **Testing Settings**

- Classrooms and Educational Settings
- Job Link Centers (One-Stop Workforce Centers)
- Mental Health Agencies and Clinics
- Community Rehabilitation Programs
- Medical/Therapeutic Testing or Screening Clinics
- Private Industries and Businesses
- Community Settings





## **Conducting Transition Assessment**

- Timelines
- Tools
- Assistive Technology
- Sensitive to diverse cultures
- Readers/ non-readers
- Accommodations
- Settings
- Sources





# Transition Assessment Documentation

- Source
- Reflects "on-going"
- Indicates current interests, preferences, & strengths
- Relevant to future

Data Postsecondary Goals





#### **Jamarreo**

- According to the WAIS-R administered on 09/10/09, Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range.
- An audiological report was completed as part of the three year reevaluation.
- Jamarreo reported to his special education case manager on 3/22/09 during an informal interview that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career.



#### Jamarreo's Non-Example

Jamarreo is currently functioning in the average range of intelligence. He has been identified as E/BD in addition to having a hearing impairment. He has maintained B's and C's in the 10<sup>th</sup> and 11<sup>th</sup> grades.

(all of the information is academic, no information related to anything about postsecondary)





#### Lissette

- Results of performance on state mandated assessments taken during high school indicate Lissette is performing below average in math, reading, and written expression
- Results of an adaptive behavior checklist completed by the teacher during Lissette's 10<sup>th</sup> grade indicate she has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.
- Community Based Instruction (community and work activities) task analysis checks 8/2008 – 4/2009

# Lissette's Non-Example

Information recorded in the IEP in the Present Level of Academic and Functional Performance indicate her current skills related to her annual goals in (1) reading, (2) math, (3) daily living, (4), career, and (5) leisure.

(no indication that the information was gathered over time, no indication that the information reflects Lissette's interests or preferences related to FUTURE environments)





# Lilly

- Anecdotal records for an observation period of 10 days indicate that Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers
- A portfolio assessment indicates that Lilly accesses the general education curriculum through extension activities
- Results of a physical therapy evaluation indicate Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities.





# Lilly's Non-Example

Lilly has severe limitations in fine and gross motor skills.

(no mention of any strengths, no indication of the source of the information, no link to postsecondary goals or environments, no indication that the information is gathered over time)





# DC's Definition

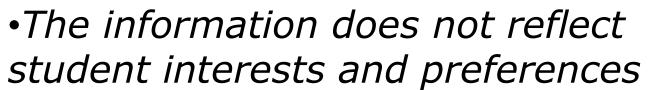
- And... where would this information be found in the IEP?
- The Transition Page (3 sections) "Age Appropriate Transition Assessments Utilized..."





The PLAAFP statement in the IEP provide information on academic skill levels for Jason (who plans to go to college and harmer)





 The information does not clearly relate to goals or environments
 beyond Jason's current setting



The IEP's PLAAFP notes Jason's history of excellent attendance, summarizes his academic performance (based on specific assessments), summarizes results from two career interest inventories, and the Transition Planning Inventory, gathered the last 3 years.

nsttac

• Information is summarized from multiple sources over time regarding education, employment, and independent living skills and interests, which can contribute to decisions about future goals and environments

"Rolanda is a non-academic student. She has severe limitations in fine and gross motor skills."





- •There is no indication of the source of information
- •There is no link to postsecondary goals
- •There is no indication of nsttac preferences, strengths, or interests

In the transition assessment section for each postsecondary goal area notes that "anecdotal records for an observation period of 10 days indicate that Rolanda is curious, stays alert during the school day, and seems to enjoy activity around her....She allows hand-over hand assistance to participate in activities. She likes using a switch to activate a variety of devices including a radio and computer"









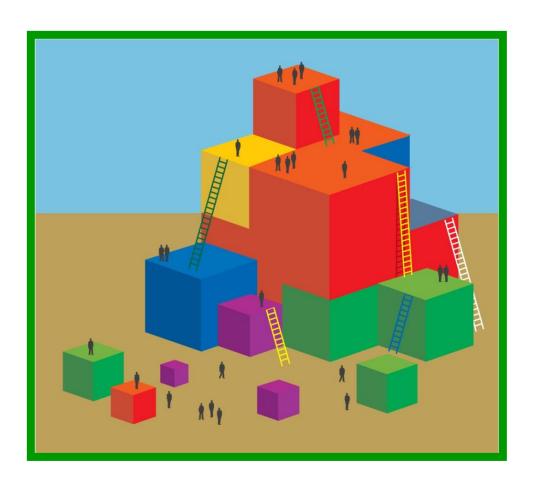
# Practice Activity #2: Identifying Sources and Summarizing Transition Assessment Information

Generate your own examples for Jamarreo (mild disability), Lissette (moderate cognitive disability), <u>or</u> Lilly (complex, multiple disabilities)





## **Transition Services**







## **Transition Services**

- Should focus on academic and functional achievement to facilitate movement from school to post-school life
- For each postsecondary goal, transition services can include:
  - Instruction
  - Related Services
  - Community Experience
  - Development of Employment and Post-School Objectives
  - Acquisition of Daily Living Skills (if appropriate)
  - Functional Vocational Evaluation (if appropriate)





## **Transition Service Questions**

- What experiences must the student participate in this academic year that are necessary for achieving the identified postsecondary goals?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- Do we know enough about this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?





#### **Education/training:**

- Social skills training
- Instruction related to on the job safety
- Self-determination training
- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

#### **Employment:**

- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid)





## Jamarreo's Non-Examples

- Intense Reading Instruction
- Speech Services
- Community based instructional experiences in the food services industry
- Two trips to adult vocational day placement

Inappropriate and unrelated to Jamarreo's strengths and goals





## Lissette

#### **Education/training:**

- Instruction on Community Safety skills
- Travel instruction
- Math instruction money usage, telling time
- Literacy instruction related to sight word identification
- Instruction related to community safety at the YMCA

#### **Employment:**

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to use the pull cord to identify her upcoming stop





## Lissette's Non-Examples

- Job shadowing with a school bus driver
- Therapeutic recreation
- Referral to a group home

Services do not match Lissette's postsecondary goals of living in a supervised apartment with a roommate and participating in job training for employment in the foodservices industry



## Lilly

#### **Education/training:**

- Self-care skill instruction
- Instruction in use of augmentative devise

#### **Independent living:**

- Community-based independent and community living instruction
- Visits to recreational agencies/facilities in the community

#### **Functional/Vocational Evaluation:**

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity
- Ecological Assessment



## Lilly's Non-Examples

- Instruction in word processing
- Class trip to Disability Services at a local college
- Speech therapy to improve Lilly's verbal communication skills
- Picture interest inventory
- Administration of assessments for preschoolers (not related to adult living)

Inappropriate methods of assessment and instruction. Unrelated focus of activities and services to postsecondary goals.

## DC's Definition

- And... where would this information be found in the IEP?
- The Transition Page (3 sections) "Transition Services"





Jeremy = 20, moderate cognitive disabilities & visual impairment, PS Goals of center-based adult education, supported employment services for part-time work, preparing himself for work each day, and independently using local transit system

- Instruction on personal hygiene
- Community-based vocational training
- Orientation and mobility services
- Consumer skills at the grocery store







Alex = 17, autism, PS Goals of enrolling in a business math class, increasing his work hours at a local office supply store, and communicating clearly about problems or needs to his supervisor

Self-advocacy skills instruction Computer skills (word-processing, data entry) instruction



Work hours for credit in the district's business department

pleting an office skill work inventory





Jason = 16, specific learning disability in reading comprehension, PS Goals of going to a 4-year college to obtain a degree in history and education to become a high-school social studies teacher

Field trips to the grocery store

Watch a series of videos on various professional careers









Rolanda = 18, profound cognitive disability & nonambulatory due to cerebral palsy, breathes using a ventilator, and receives nutrition via a g-tube, PS Goals of participating in an in-home or centerbased program providing habilitative and vocational training, including functional communication training, technologically supported volunteer work at the performing arts center, and assist with her daily routines using assistive technology

Travel instruction

Complete a job application for a retail position







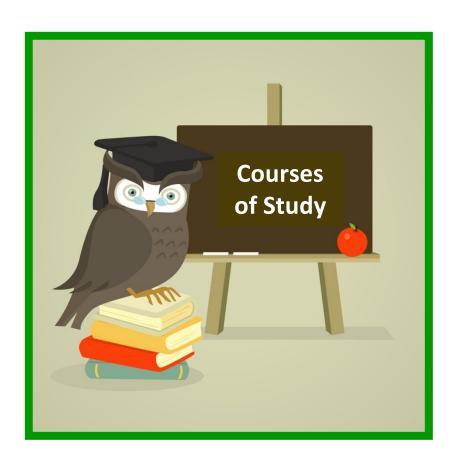
# Practice Activity #3: Documenting At Least 2 Transition Services

Generate your own examples for Jamarreo (mild disability), Lissette (moderate cognitive disability), <u>or</u> Lilly (complex, multiple disabilities)





## **Courses of Study**







## Courses of Study Aligned with Post-Secondary Goals

 A multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year

(Storms, O'Leary, & Williams, 2000)





## **Courses of Study Questions**

- Is a course of study already identified for this student?
- Is this course of study aligned with the student's postsecondary goals?





Courses Jamarreo will take his final year of high school include:

- ✓ English IV (1 Credit)
- ✓ Mathematics, III (1 credit)
- √ Science (1 Credits)
- ✓ Demonstration of proficiency in state testing of computer skills
- ✓ Career/Technical (1 Credits)
- ✓ Electives (1 Credits)





## Jamarreo's Non-Examples

Functional Reading (1 Credit)
Problem Solving in the Workplace (1)
Functional Math (1 Credit)

- courses will not help prepare
   Jamarreo for PS Goal of
   obtaining a welding certificate
   at a technical college;
- courses do not reflect multi-year coursework





#### Lissette

Courses Lissette will take each year of high school include:

- ✓ Functional Math I, II, III, IV (4 Credits)
- ✓ Functional Reading I, II, III, IV (4 Credits)
- ✓ Introduction to Cooking I, II, III, IV (4 Credits)
- ✓ Safety in the Community I, II, III, IV (4 Credits)
- ✓ Recreation Leisure I, II, III (3 Credits)
- Work Study Skills I, II, III, IV (4 Credits)

## Lissette's Non-Examples

English I, II, III, IV (4 credits)

Math (Algebra I & II, Geometry, Trigonometry)

Science (3 credits)

Second Language (2 credits)

Computer Skills (1 credit)

Electives (4 credits)

Not clear that the courses listed are appropriate for Lissette's PS goals of employment & life skills training, food prep employment, and independent travel

## Lilly

## Course of study for Lilly during high school include:

- Participate in an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science)
- ✓ Courses include:
  - ✓ Algebra using extended content standards
  - ✓ Life Science using extended content standards
  - English/Language Arts using extended content standards





## Lilly's Non-Examples

A list of general curriculum courses, noting use of extended content standards

Coursework does not align with Lilly's present levels of academic and functional performance

Lilly's age (20) indicates that she should no longer be concerned with accessing the general curriculum





## DC's Definition

- And... where would this information be found in the IEP?
- The Transition Page (3 sections) "Course of Study"
- End of Transition Page: "type of exit document"









Paulo = 18, mild cognitive disability and autism, PS goals of compensatory education courses at a community college, 20 hours/ week employment at a local grocery store, landscaping work at his home and for neighbors (for pay), participating in a local soccer league, and assisting his parents with his living expenses

Receives specially designed instruction with an alternate curriculum, linked to the standard course of study"

Describes a type of program, not courses of study

S. Office of Special Education Programs

John = 16, specific learning disability in reading fluency & comprehension, written expression, and oral language processing, PS goals of attending a community college to obtain an associate's degree in computer science and work part-time in the computer lab on the college campus

Don will complete the district's standard College Preparatory courses to obtain a diploma"



The district's standard courses to obtain a regular diploma are identical for all students

# Practice Activity # 4: Documenting Courses of Study

Generate your own example for Jamarreo (mild disability), Lissette (moderate cognitive disability), <u>or</u> Lilly (complex, multiple disabilities)





## Aligning Annual IEP Goals







## Annual IEP Goals

 For each post-secondary goal, there must be an annual goal or goals included in the IEP that will help the student make progress towards the stated postsecondary goals.





## **Annual IEP Goal Questions**

- What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?
- What skills and knowledge does the student currently have that support their post-secondary goals?



## A Helpful Formula

| Given |           |         | will |          |          |      | =     |
|-------|-----------|---------|------|----------|----------|------|-------|
|       | condition | student |      | behavior | criteria | time | frame |

Condition: teaching strategies (e.g., peer modeling, direct instruction)

Criteria: (e.g., 3 out of 4 times, 100%)

Time Frame: (e.g., by June, 2010)





#### **Postsecondary Education/Training Goal:**

 Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

#### **Annual IEP Goal:**

 Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.





#### **Postsecondary Employment Goal:**

 Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry

#### **Annual IEP Goal:**

 Given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will complete an application with 100% accuracy by the end of the 1<sup>st</sup> school semester.

#### **Postsecondary Independent Living Goal:**

 After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety

#### **Annual IEP Goal:**

 Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2009





## Jamarreo's Non-Examples

 Jamarreo will demonstrate appropriate safety skills in class

## (incomplete components of annual goal)

 Jamarreo will meet with the resource officer at the school to discuss the difference between illegal and legal activities

(an activity, not an annual goal)





### **Postsecondary Education/Training Goal:**

 After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

#### **Annual IEP Goal:**

 Given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriate wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.





- Postsecondary Employment Goal:
- After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.
- Annual IEP Goal:
- Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester.





- Postsecondary Independent Living Goal:
- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.
- Annual IEP Goal:
- Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.

# Lissette's Non-Examples

Given whole task instruction, a task analysis, and independent practice, Lissette will talk on the phone independently with 90% accuracy as measured by number of correct steps completed on the task analysis

(unrelated to her postsecondary goals)





## Postsecondary Education/Training Goal:

 After graduation, Lilly will participate in a centerbased program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

#### **Annual IEP Goal:**

 Given two physically or auditorally presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2009.





## **Postsecondary Employment Goal:**

 After graduation, Lilly will participate in a centerbased program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

#### **Annual IEP Goal:**

 Given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and content during a 20 minute session during one school semester.





#### **Postsecondary Independent Living Goal:**

 After graduation Lilly will use an augmentative communication device at home and the centerbased program to communicate her wants, needs, and desires and to interact with her environment more independently.

#### **Annual IEP Goal:**

 Given physical prompts and picture schedule, Lily will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2009.





# Lilly's Non-Examples

Lilly will actively engage in daily activities

(does not contain all components of an annual goal)

Lilly will complete a career interest inventory

(a transition service, not an annual goal)





## DC's Definition

- And... where would this information be found in the IEP?
- The Transition Page (3 sections) "Annual Goals Related to Post-School Goals"





Kevin = 17, severe cognitive disability, uses a manual wheelchair for mobility, uses an augmentative communication device, seizure disorder, visual impairment; PS goals of functional skills training in his home and community focused on communication skills, attending courses designed for individuals with disabilities at the community college, supported employment services to gain community employment of 10 hours/ week, volunteer work at the library, participate in 1 – 2 leisure activities in the community/ week.







#### For Kevin

- Given multiple vocational tasks in the classroom, Kevin will increase his productivity by 20% as measured by time on task during a 90 minute class period during one school semester
  - Given instruction on how to use the GoTalk20+ device and weekly classroom and community practice, Kevin will independently use the device to present single words to communicate a desire for an item in community settings, including restaurants and ticket counters 4 of 5 opportunities during the duration of his IEP.







Jodi = 17, mild cognitive disability, PS goals of attend a Customer Service Representative course offered through the community college program, complete compensatory education courses at the community college, become competitively employed in the retail industry, use public transportation to get to and from work, and assume partial responsibility of her living expenses based on a budget developed with her parents







For Jodi

Given 3 retail job shadowing experiences, Jodi will identify her likes and dislikes of retail employment options by completing a job site interest survey and verbally describing her preferences by April 1, 2010

Complete components for annual goal and related to transition services and postsecondary goal







Jason = 16, specific learning disability in reading comprehension, PS Goals of going to a 4-year college to obtain a degree in history and education to become a high-school social studies teacher

Jason will set up an appointment with the gui counselor to be sure that he is taking the correct courses for admission to a four-year college.



An activity, not an annual goal



# Practice Activity #5: Writing Annual Goals Aligned with Postsecondary Goals

Generate your own examples for Jamarreo (mild disability), Lissette (moderate cognitive disability), <u>or</u> Lilly (complex, multiple disabilities)





## **Invitation to Student**







## Invitation to Student

 For the current year, is there evidence in the IEP or cumulative folder that the student was invited to attend the IEP team meeting?





## Invitation to Student

## **Example:**

 A letter, inviting the student to the IEP meeting, is in the student's file.

## Non-example:

- A box is checked indicating that the student did not attend the IEP meeting.
  - While student attendance is not a component of this item, there is no indication in this documentation that the student was invited prior to the meeting.



## DC's Definition

 And... where would this information be found in the IEP?





# **Evidence of Coordination**







## Evidence of Agency Coordination

- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency?
- If so, include:
  - Agencies identified that would provide or pay for post-secondary services
  - Evidence of parent consent (or student consent at age of majority) to invite agencies
  - Evidence that agencies were invited to the IEP meeting



## Jamarreo

- A consent form signed by Jamarreo, who is 19, indicating that the LEA may contact Central Piedmont Community College
- An invitation to conference in the file for a representative of the job training program at CPCC





## Jamarreo's Non-Example

A statement from Jamarreo's parents that they attended the local college fair

This is an activity, not an invitation that evidences coordination





- A consent form signed by Lissette's mother, indicating that the LEA may contact the Vocational Rehabilitation office and the Down Syndrome Association (DSA)
- An invitation to conference in the file for a rehabilitation counselor and a representative of the DSA



## Lissette's Non-Example

Notes from a meeting with the transition support teacher and the vocational rehabilitation counselor, documenting the routes and destinations in the community that meet ADA accessibility guidelines

Consent is required to contact any adult agency





- A consent form signed by Lilly's mother indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for evaluation services
- A consent form signed by Lilly's mother indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Lilly's benefits
- A consent form signed by Lilly's father indicating that the LEA may contact
   Medicaid to coordinate referrals to outside agencies for therapy referrals

# Lilly's Non-Example

An invitation to conference to the VR agency representative without consent on file

No consent





## DC's Definition

- And... where would this information be found in the IEP?
- The Transition Page (3 sections) "Transition
   Services"?
- Signature page?
- Invitations to conference?





Evidence that assessments were conducted by an adult service agency to determine eligibility or services

No invitation to conference
No consent provided by parents (or student)





Copy of letter of invitation to the IEP meeting to vocational rehabilitation

Copy of consent signed by parents that VR could be contacted by the LEA









# Practice Activity #6: Identifying Outside Agencies Which Might be Invited to the IEP Meeting

Generate your own examples for Jamarreo (mild disability), Lissette (moderate cognitive disability), <u>or</u> Lilly (complex, multiple disabilities)





## Easy IEP

## **Postsecondary Goals**

•Click on [Add Long Range Goals & Interests]

## **Update Annually**

Look for date at beginning of IEP

## **Age-Appropriate Transition Assessment**

- •Click on [Add Transition Assessments] under "Age Appropriate..."
- Source (test), date, results
- •For future decide where to put information on interests, preferences, strengths, & nsttac relevance to the future

## Easy IEP

#### **Transition Services**

•Click on [Add Transition Services] under "Transition Services"

### **Courses of Study**

•Type in course(s) of study under "Annual Goals Related to Post-School Goals

## **Aligned Annual Goals**

Click on [Add Postsecondary education and training goals]





## Easy IEP

#### **Evidence Student Invited to IEP**

•Copy of the invitation letter to student in student's file

#### **Evidence of Coordination**

- •Copy of parent and student (if age of majority) consent for adult service agency representatives to attend IEP meetings
- Copy of invitation to meeting sent to outside agencies





## Wrap-Up

### **Activity:**

Use blank worksheet and NEW case study and complete ALL components of the worksheet. (You may work in pairs or small groups.

#### **Post-test**

Score another IEP using the I-13 Checklist

Complete the evaluation of today's workshop

#### **Next week:**

More on Transition Assessment & Student Outcome Data



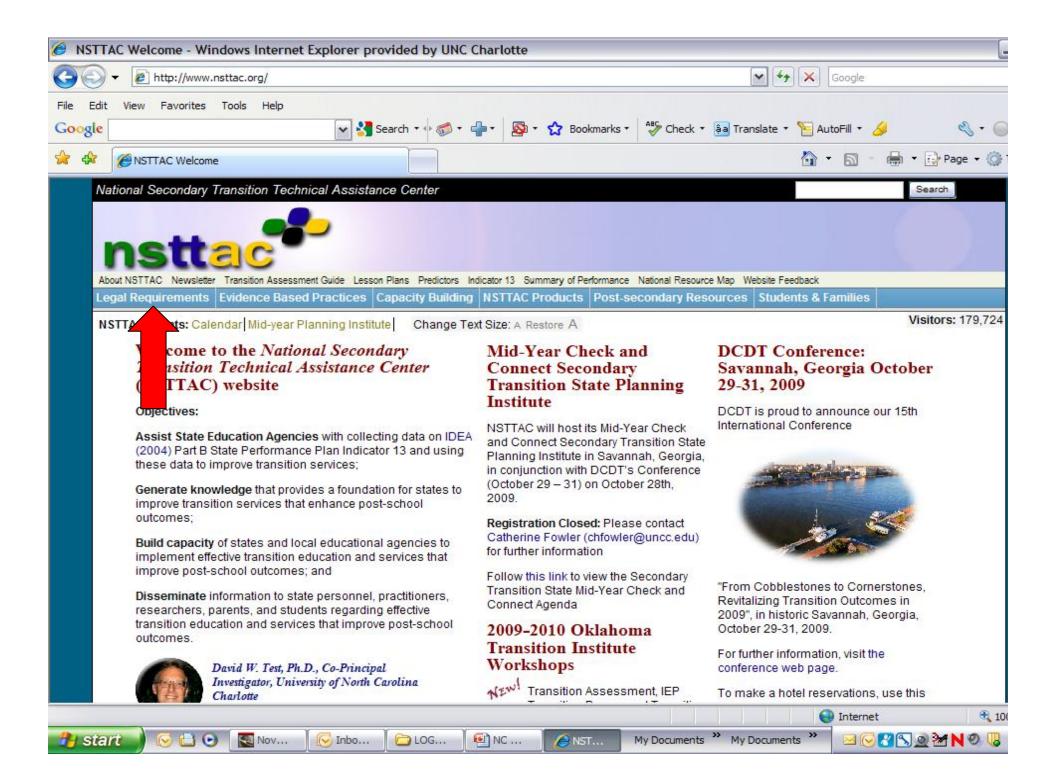
## **NSTTAC Indicator 13 Resources**

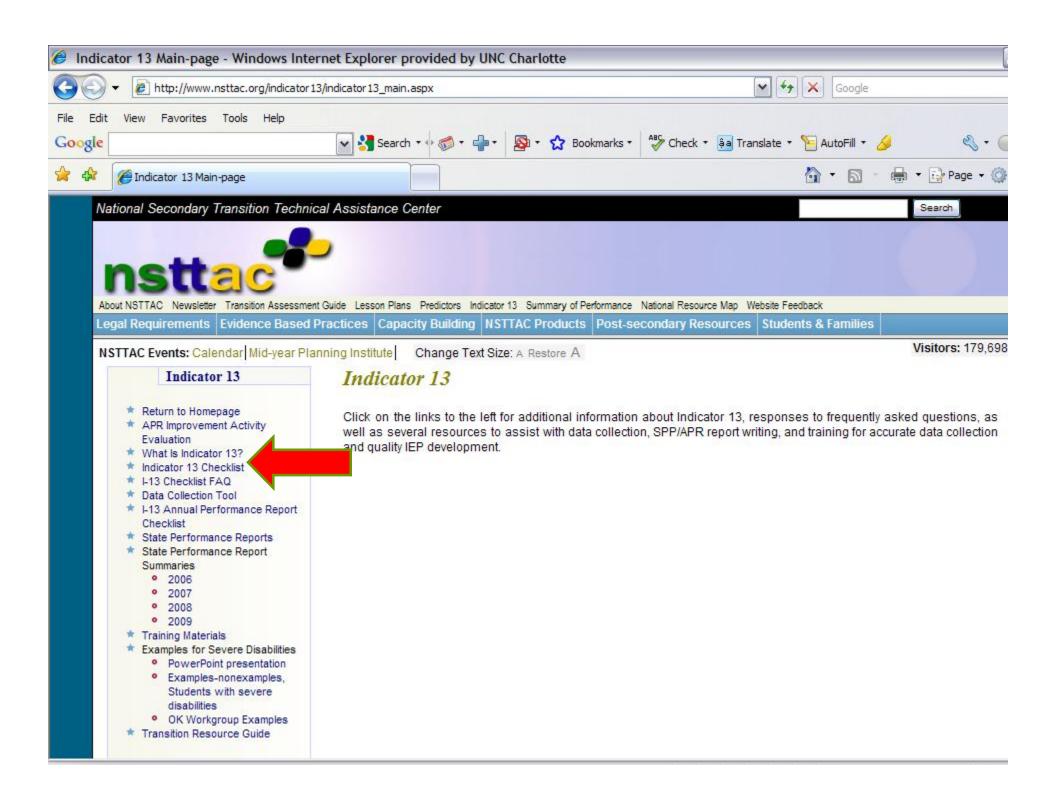
- Indicator 13 Checklists
- I-13 FAQ
- I-13 Data Collection Tool
- I-13 Training Materials
- I-13 Checklist for State APRs
- Suggested Timeline for Collecting I-13 Data

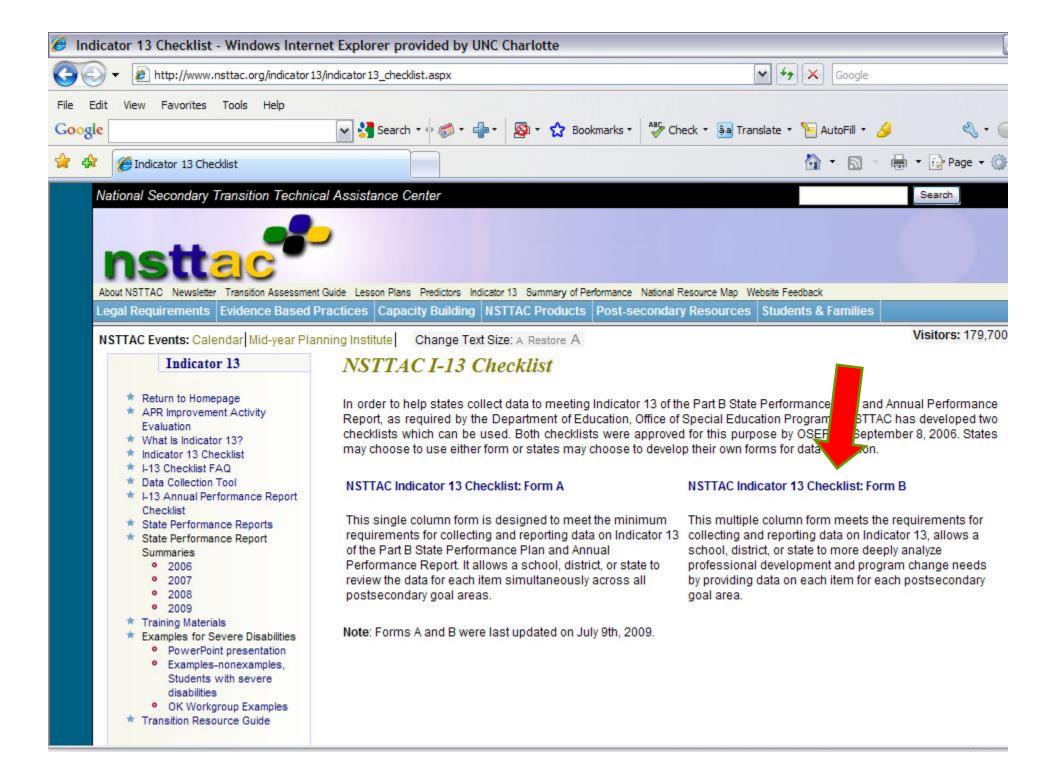
All available at: www.nsttac.org

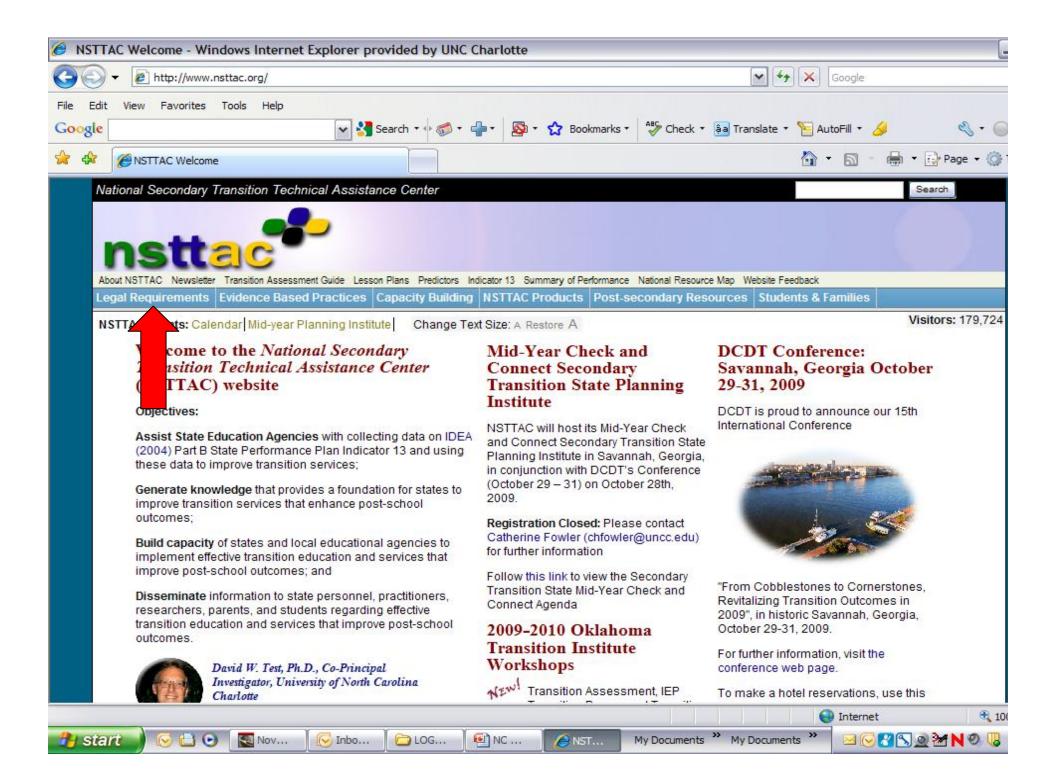


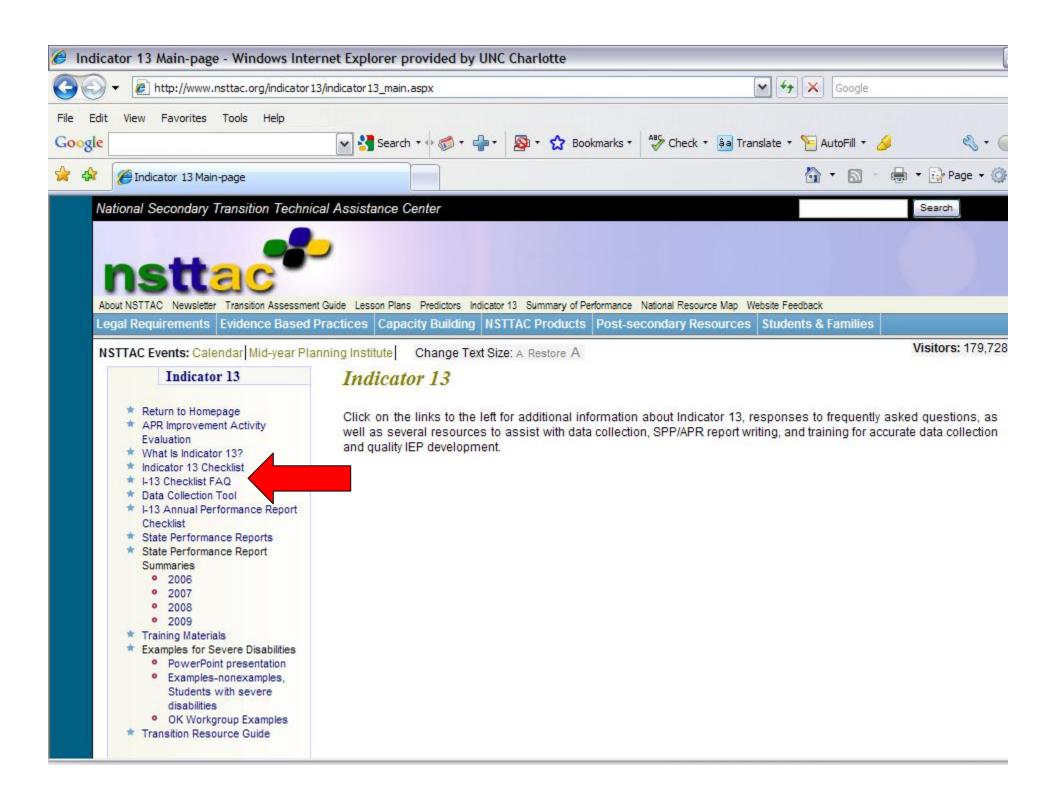


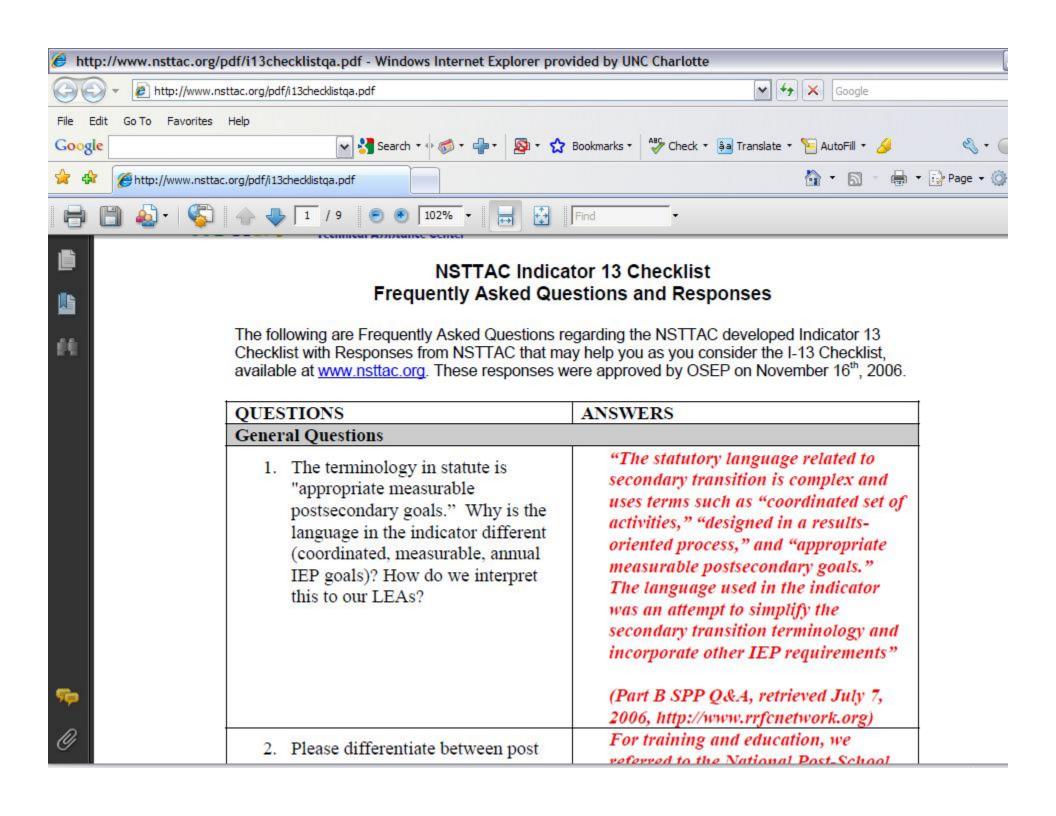


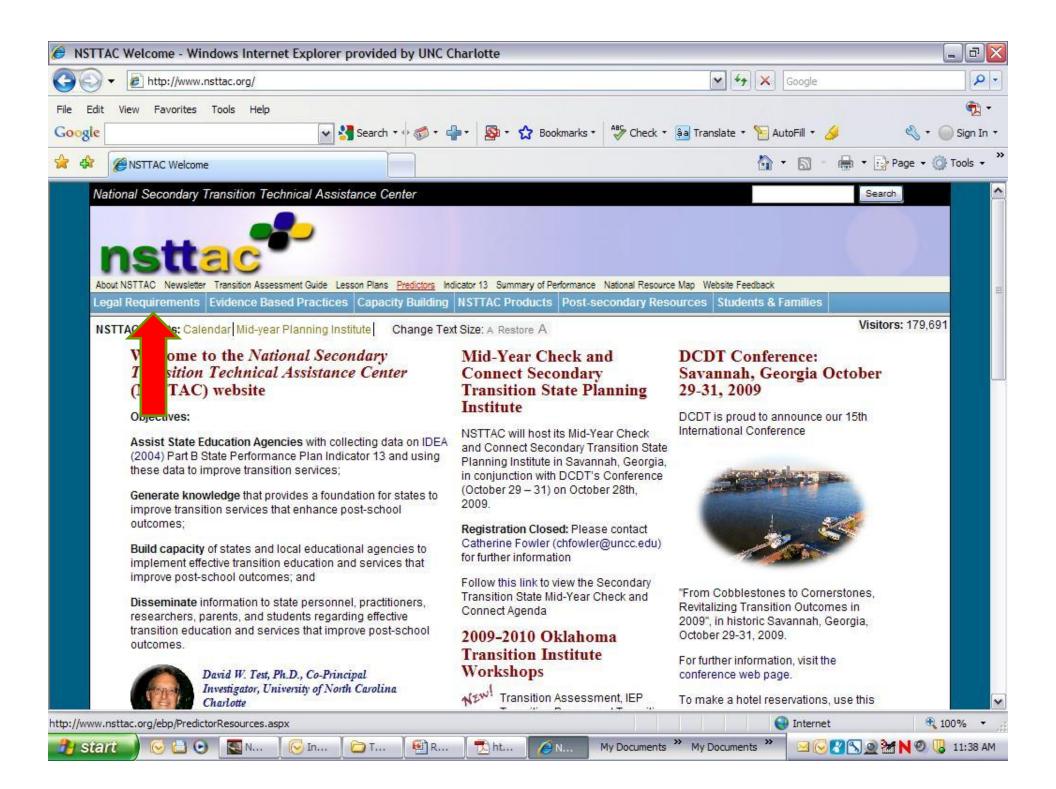


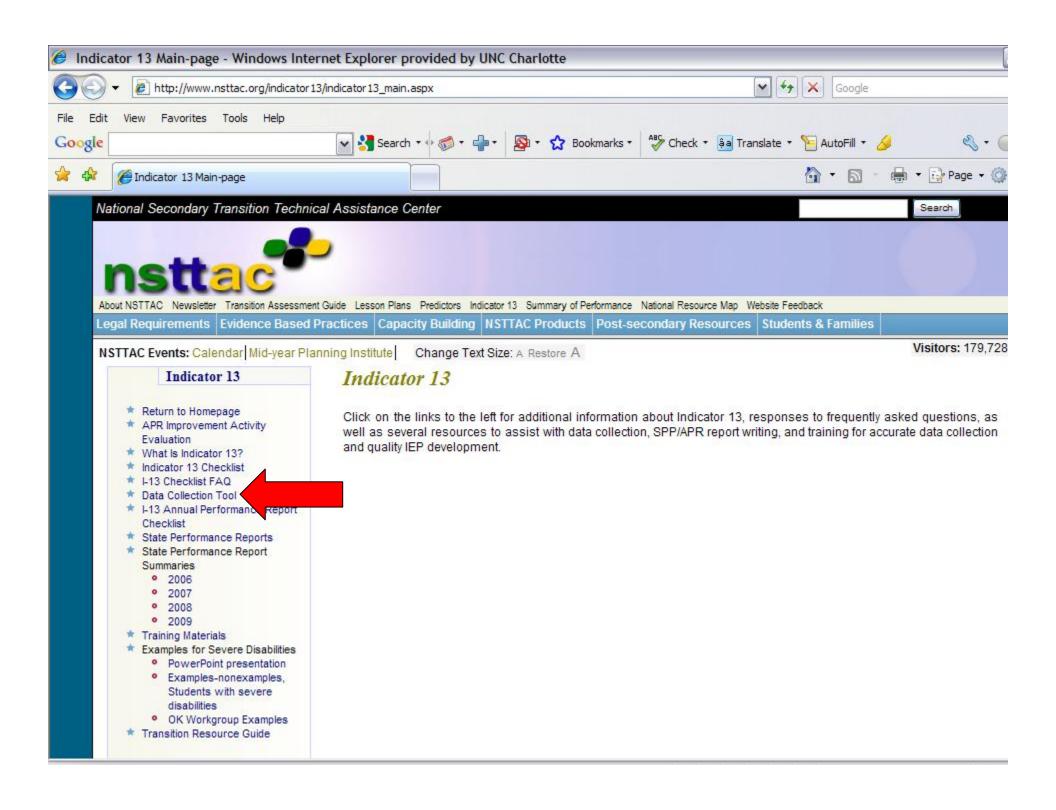


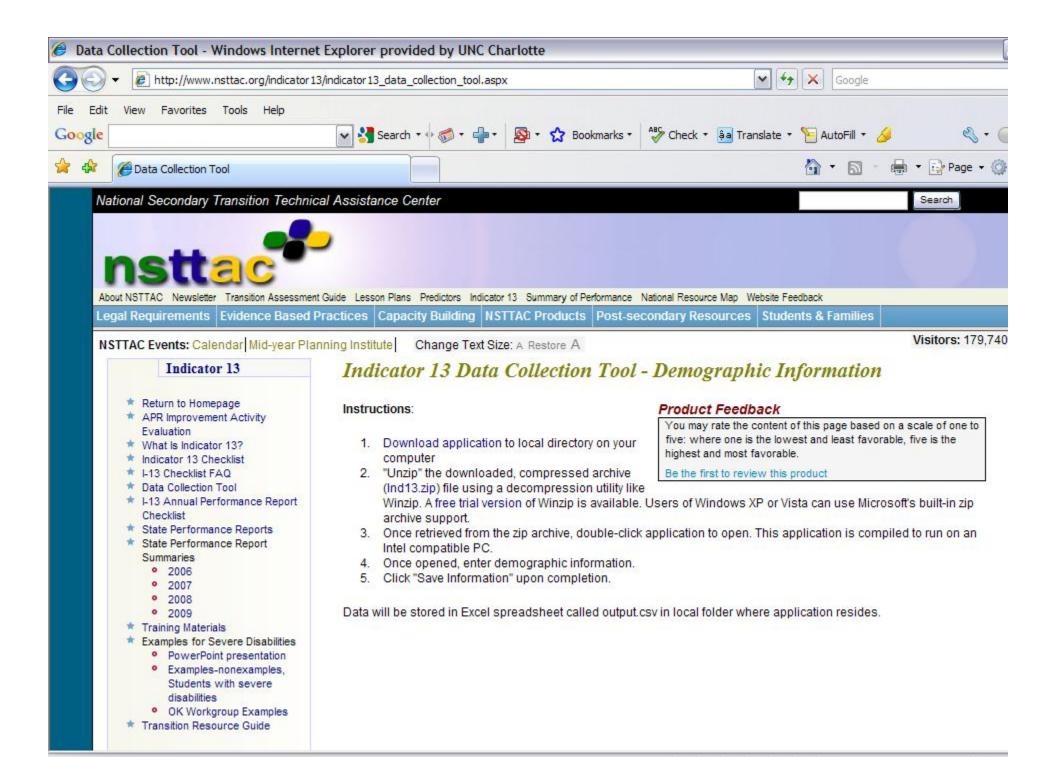


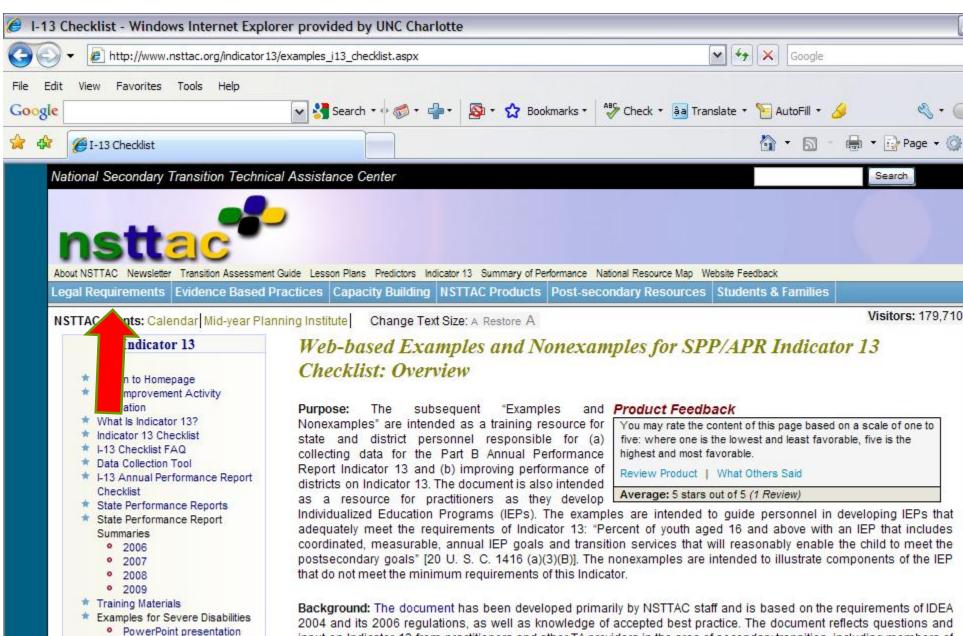












Examples-nonexamples,

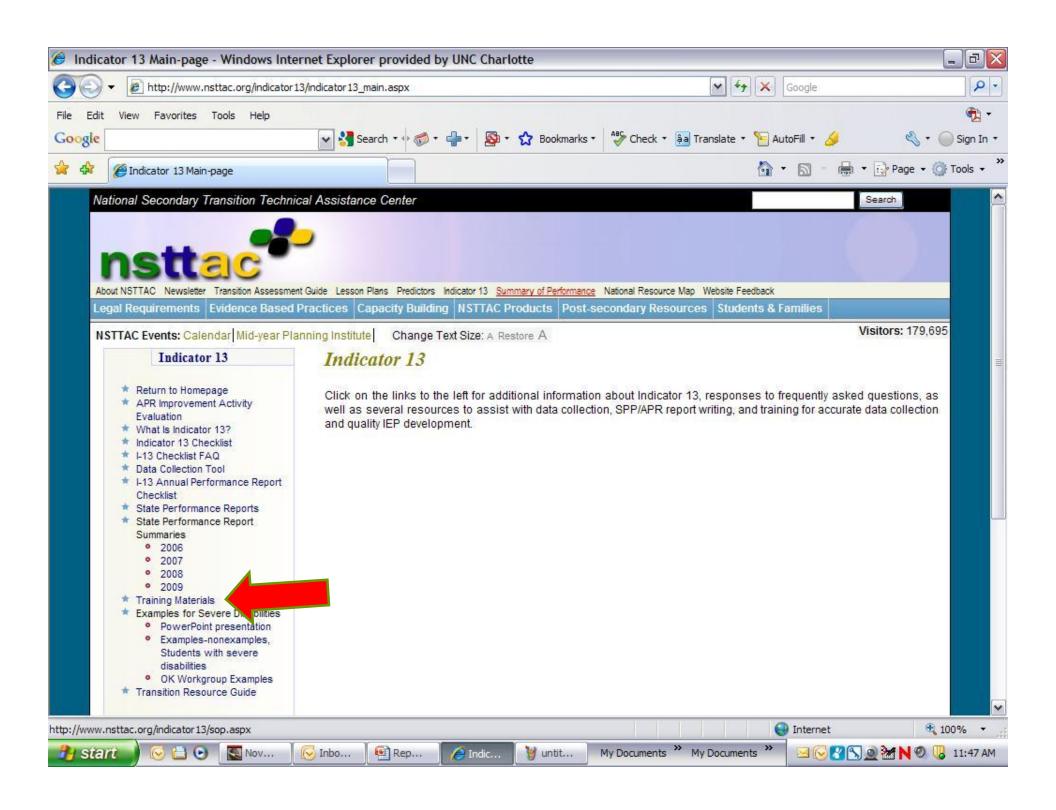
Students with severe

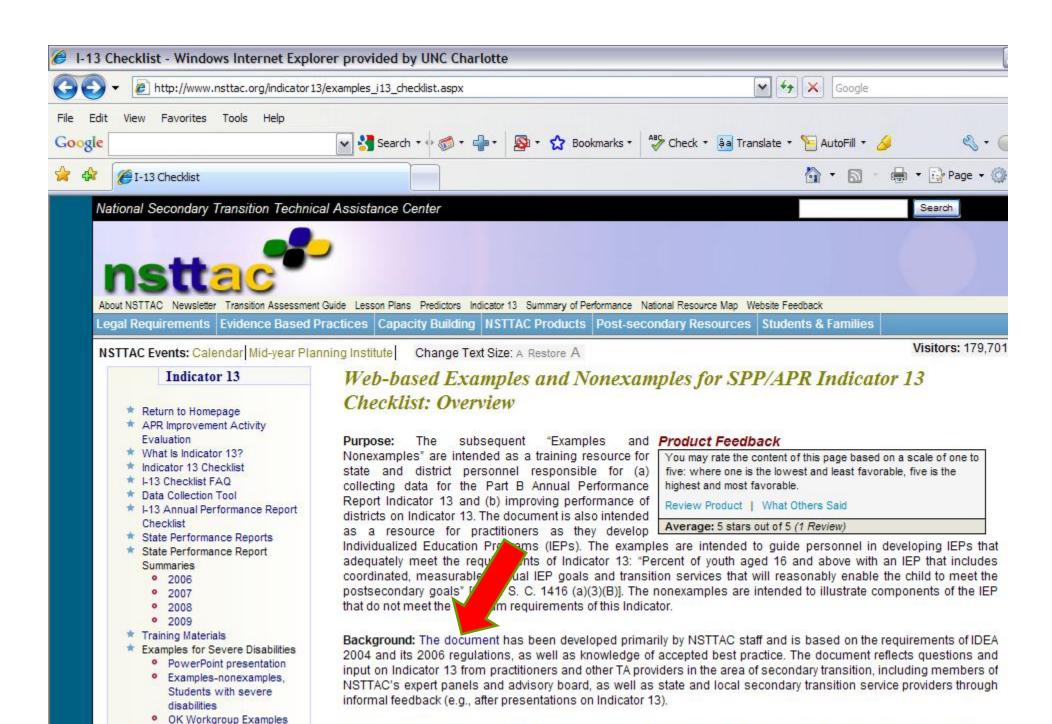
OK Workgroup Examples
 Transition Resource Guide

disabilities

2004 and its 2006 regulations, as well as knowledge of accepted best practice. The document reflects questions and input on Indicator 13 from practitioners and other TA providers in the area of secondary transition, including members of NSTTAC's expert panels and advisory board, as well as state and local secondary transition service providers through informal feedback (e.g., after presentations on Indicator 13).

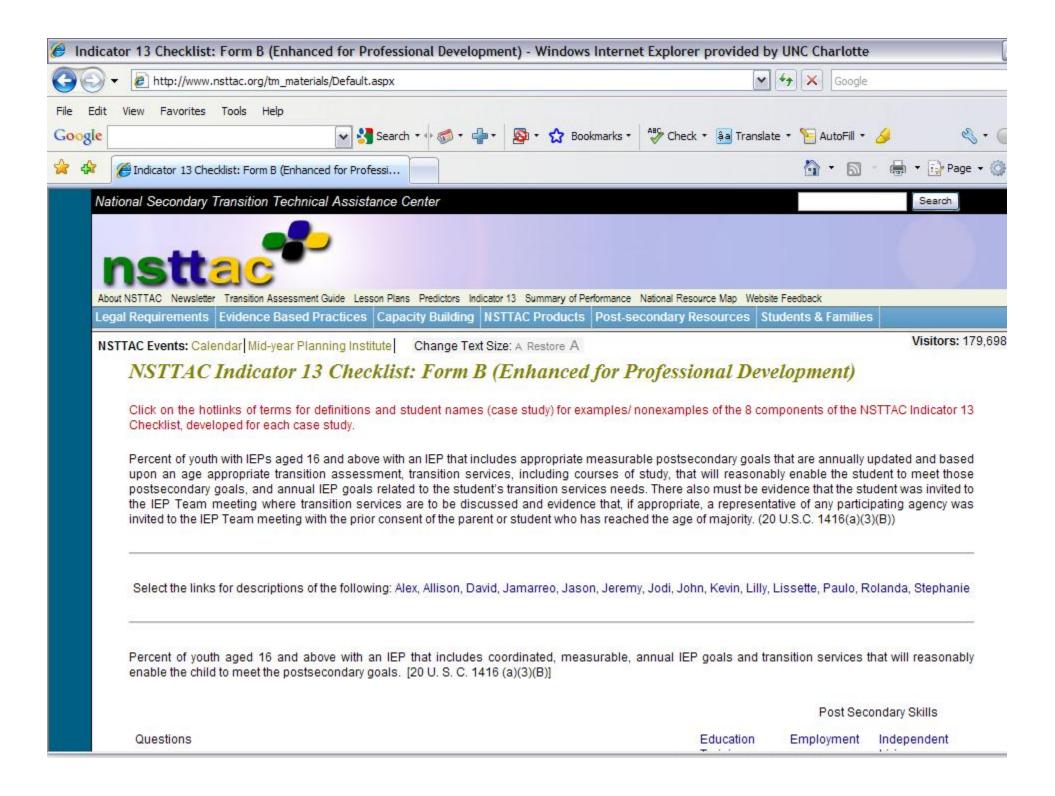
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## Future training dates & times

February 4<sup>th</sup>, 8:30 - 11:30 or 12:30 - 3:30

March 25<sup>th</sup>, 8:30 – 3:30

April 29<sup>th</sup>, 8:30 – 3:30





## For More Information:

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